 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Ms. McCarthy **Lesson #:** One

**Facet:**Interpret **Grade Level:** 10

**Numbers of Days:** Three classes **Topic:** Nutrition  
  
**PART I:**  
  
**Objectives**  
Student will understand that it is important to know the balance between carbohydrates, fats, and protein percentages in regards to recommended daily intake  
Student will know key terms such as: Calories, Macro-nutrients (definitions of each), Micro-nutrients (definitions of each), Minerals, Supplement, Vitamins (water soluble and fat soluble). Health risks related to poor eating habits. Daily recommended values.  
Student will be able to make sense of what macronutrients are and the role each play.  
**Product:** A skit which will be recorded on video.  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
  
**Rationale:** Throughout this unit, students will learn the difference between healthy and unhealthy eating habits, including the daily recommended intake of each protein, fats, and carbohydrates, as well as the possible risks related to unhealthy eating habits. Once students establish a general understanding of this, they will then take a look at their own health choices around food and nutrition and create a short-/long-term goal that include strengths, risks, and needs to achieve this goal.  
  
  
**Assessments**   
  
  
**Pre-Assessment:** Students will, as a class, do a consensogram.  
**Formative (Assessment for Learning)**  
**Section I –**Students will have to complete an Exit Ticket (in writing) that they must explain one concept that they learned from class OR explain one concept that they are still unsure of or need more help understanding. This information will be used to outline what I should discuss during the following class.  
**Section II –** Self-Assessment using a Rubric will be done before performing the skit to ensure that each key idea is covered during the skit, as well as students will know the requirements beforehand and can attempt to get all the highest scores. By using the same rubric, the teacher will score the whole group, as well as giving each individual student a grade for the work they have done on the project.  
**Summative (Assessment of Learning): iMovie (25 points)**: Students will perform and film a skit that makes sense what macronutrients are and the role they play in our health. Students will need to show understanding of what the three macronutrients are and where they can be found.

**Integration**  
**Technology:** During this specific lesson we will be using a camera to film a skit that we will then be able to upload onto youtube.  
**Content Areas:**

**Math:** Students will be incorporating math skills when determining the balance of protein, fat, and carbohydrate percentages that are required as the daily recommended values.   
**Science:** Students may also incorporate science when discussing possible risks of not having the appropriate balance, meaning too much or too little of a given macro-/micro-nutrient.  
  
  
**Groupings**   
**Section I -**Students will use the Sandwich graphic organizer as well as the Jigsaw cooperative learning technique to make sense of recommended daily intake and discuss with their group members. Students will count off by fours, so there will be a mix of students in each group.  
**Section II –**Students (in groups) will create a skit that will make sense of what macronutrients are and where you can find them. These groups will be selected by the teacher. For this specific task, students will be in groups based on the task level. Task 2 is more challenging than Task 1; students will show understanding of the same material, however they will portray this information as if they were the specific macro-nutrients.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Verbal:** Students will be discussing, in groups, during the Jigsaw activity each student will be explaining their topic to their group, and then listening to each other topic explained by the students in their group.  
**Logic:** Students will be making sense of the importance of having the recommended values of fats, carbohydrates and proteins, which will be put into three separate percentages to equal 100%.  
**Visual:** By using the sandwich graphic organizer students will have a visual guide.  
**Musical:** Students can incorporate music in their iMovie.  
**Kinthestic:** By creating a skit, students will be asked to act out scenes that will make sense of the importance of having the recommended balance of fats, carbohydrates, and protein.  
**Interpersonal:** Students will be in small groups for their skit which they will interact with others.  
**Intrapersonal:** Students will have to write out an Exit Ticket of what they learned in class AND/OR something they are still a bit fuzzy on and hand it in.  
**Naturalist:** Students will consider alternative options, such as organic foods or vegetarianism/veganism.  
  
  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**   
If a student is absent from class, he/she is responsible for picking up the handouts that were given out during the class. Handouts will be in a folder with his/her name on it in a specific bin that has the name and period that the student is in. Included in this folder students will see any texts, websites, or videos that the class got to look at on a given day, videos and text will be available for students to view. Students will also have a written note from the teacher that tells them whether they need to meet with them or not to further explain anything the student missed. Students should have picked a buddy at the beginning of the semester that they can pick up any notes from, as well as the teacher will make notes available on the wikispace. Students will be given the same number of days as the rest of the class to complete any assignments that they have missed.  
  
  
**Extensions**  
**Type II technology:** During this specific lesson we will be using a camera to film a skit that we will then be able to upload onto youtube. This is a form of Type II technology because it gives the student the chance to use a video camera and they have the ability to edit this film and make it available on youtube.  
**Gifted Students:** Students who are considered to be gifted will be able to create this video as if they were the specific macro-nutrient. They will show the same understanding of content as the rest of the class, but through a different eye.

**Materials, Resources and Technology**   
**-**Laptops   
-Video cameras  
-Pens/pencils and paper  
-Rubrics  
-Graphic organizer  
-Index cards.   
  
  
**Source for Lesson Plan and Research**  
<http://www.eduplace.com/graphicorganizer/> Choose the sandwich graphic organizer on this page.  
<http://www.jigsaw.org/overview.htm> this will be used when the students break out into groups. Each student will have a specific topic they must be researching, they will then share it with their group members.  
<http://www.healthypeople.gov/2020/default.aspx> This is a great resource students can use.  
<http://www.youtube.com/watch?v=J79_0h3ozS0> Allow students to watch this in class.  
<http://www.ghc.org/healthAndWellness/index.jhtml?item=/common/healthAndWellness/conditions/diabetes/foodBalancing.html> With this site, students and the teacher have a good resource on the balance of the 3 macro-nutrients.  
<http://www.mckinley.illinois.edu/handouts/macronutrients.htm> <http://www.fitday.com/fitness-articles/nutrition/vitamins-minerals/micronutrients-what-they-are-and-why-theyre-essential.html> What are Macro- and Micro-nutrients?  
<http://www.medicalnewstoday.com/articles/195878.php> and <http://www.foodpyramid.com/dietary-minerals/> What are vitamins and minerals?  
<http://ods.od.nih.gov/HealthInformation/DS_WhatYouNeedToKnow.aspx>What are Dietary Supplements?  
<http://www.four-h.purdue.edu/foods/Diet-Related%20Diseases.htm> This link lists multiple diseases that can be caused by poor eating habits.  
<http://www.cspinet.org/nutritionpolicy/nutrition_policy.html> of how poor nutrition is effecting our nation. Includes leading causes of death.

**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)  
  
Room Arrangement: Desks will be grouped, four desks per group.  
  
**DAY 1:** Introduction of lesson one in a new unit. 80 minutes.

* Students will have a place mat from choosemyplate.gov on their desks. Discuss this. (5 minutes.)
* After this, we will do a consensogram. (15 minutes)
* Have a discussion about what macro-nutrients are and where they can be found. (30 minutes)
* Announce groups and product assignment. Give handouts. (5 minutes)
* Allow students to collaborate in their assigned groups. (15 minutes)

**Day 2:** Continuum of previous day. 80 minutes.

* Discuss additional information students will need about the content. (20 minutes.)
* Show iMovie tutorial. (10 minutes)
* Students get in their groups and work on their skit/movie. (45 minutes)
* Give assignment. Assignment: Finish iMovie for next class. (5 minutes)

**Day 3:** Continuum of previous day. 80 minutes.

* Allow students to finalize product. (10 minutes)
* Students present their iMovies. (40 minutes)
* Discussion about products. (10 minutes)
* Discussion on new material, micro-nutrients. (15 minutes)
* Students will complete an exit ticket. (5 minutes)

Students will understand that it is important to know the balance between carbohydrates, fats, and protein percentages in regards to recommended daily intake. Without the proper balance of fats, carbohydrates, and proteins a person could become ill. This can/will be applied to your own diet throughout the unit. Students develop and analyze a plan to attain a personal health goal. Students will be hooked by a brief discussion based on the place mat from choosemyplate.gov. After the discussion, a short pre-assessment will be done. The pre-assessment will be done in the form of a consensogram. The consensogram will have three categories, "I know little-nothing about this," "I kind of know what this is," and "I feel confident that I know this." Students will have stickers, while I am asking questions, students will go up to the consensogram chart and place the sticker on whichever category they feel suits their understanding. This will help me decide where my students are at and what needs to be covered. After this, I will present the information about macro-nutrients. I will then split students into groups and assign the project they will be working on. I will pass out any handouts they need while I tell them.  
**Where, Why, What, Hook, Tailor:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal  
  
Students will know key terms such as; Calories, Macro-nutrients (definitions of each), Micro-nutrients (definitions of each), Minerals, Supplement, Vitamins (water soluble and fat soluble). Health risks related to poor eating habits. Daily recommended values. See content notes. While I am presenting information to the students, they will be able to take notes. Students will use the Sandwich graphic organizer as well as the Jigsaw cooperative learning technique to make sense of recommended daily intake and discuss with their group members. While students are in their groups (on day two) I will be walking around and answering any questions that come up. This will also allow me to see if I need to further go over anything. Students will have to participate in a consensogram so I can check for understanding on the content. Before starting the filming process, students will be shown a tutorial on how to use iMovie.  
**Equip, Explore, Rethink, Tailors:** Visual, Verbal, Interpersonal  
  
Students will be able to make sense of the importance of having the recommended balance of fats, carbohydrates, and protein percentages. Students (in groups) will create a skit/iMovie that will make sense of recommended daily intake and the balance of carbohydrates, fats, and proteins. Their skit will be recorded on video, they will then upload it to their computer and they will then create and edit an iMovie to give the skit flow. Students will be assigned a specific group based on comprehension and skill level, task 2 is a bit harder than task 1, but each will show understanding of the same thing. A rubric will be used to evaluate the students. They will get a copy of the rubric to see what the assignment/product entails and they can use it as a guide when creating their skit and video. After all the iMovies have been shown, students will have a discussion based on them.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Kinesthetic, Musical, Logical, Interpersonal  
  
Students will partake in a consensogram on the first day so I can check for understanding. They will also complete an Exit Ticket at the end of the last class that tells one interesting thing they learned and asks one question. Self-Assessment using a Rubric will be done before performing the skit to ensure that each key idea is covered during the skit, as well as students will know the requirements beforehand and can attempt to get all the highest scores. Also, by using the rubric, the teacher will score the whole group, as well as giving each individual student a grade for the work they have done on the project. On the rubric, it will be very obvious what is based on individual work and what is group work.  
**Evaluate, Tailors:** Kinesthetic, Naturalistic, Intrapersonal  
  
  
  
**Content Notes**   
Students will know terms and definitions of:

* [Macro-nutrients](http://www.mckinley.illinois.edu/handouts/macronutrients.htm) (The larger substances that we consume in excess)
  + Carbohydrates –The body’s main source of energy. Found in not only bread, but nuts, fruits, yogurt, and milk. Fiber is considered a carbohydrate that our body cannot digest, it aids in digestion. Eating a high-fiber diet has proven to decrease risks of heart disease, obesity, and cholesterol. Carbohydrates should contribute to 45-65% of our total daily intake.
  + Fats – Fats should be 20-35% of our total daily intake. Fat can give flavor and consistency to foods. Fat also provides some energy and also allows for absorption of certain vitamins. Fats can be found in meats, milk, nuts, and butter/oils. There are three main types of fats, trans-, saturated, and unsaturated. The best kinds of fats to be consuming are unsaturated fats because they contain fewer additives like sugar, salt, and other preservatives. Consuming unsaturated fats can aid in lowering your risk for heart disease, whereas trans-fats and saturated fats can increase the risk.
  + Protein –Protein should be about 10-35% of our total daily intake. Examples of proteins include nuts, fish, lean meats, and eggs. Protein helps aids in tissue repair and the immune system. Protein also acts as an energy source when we have no carbohydrate energy.
* [Micro-nutrients](http://www.fitday.com/fitness-articles/nutrition/vitamins-minerals/micronutrients-what-they-are-and-why-theyre-essential.html) (The smaller substances we consume, like vitamins and minerals.)
  + [Vitamins](http://www.medicalnewstoday.com/articles/195878.php) –Two types, fat soluble and water soluble. Fat soluble vitamins are vitamins A, D, E, and K. They get stored in our fat so they can be used later. Water soluble vitamins include the B vitamins and vitamin C. These get flushed out of our body regularly when we use the bathroom, so we must consume them daily.
  + [Minerals](http://www.foodpyramid.com/dietary-minerals/) –Minerals include all of our electrolytes like shttp://edu221spring2013class.wikispaces.com/page/edit/L3%20Cheyenne%20McCarthyodium and others like iron. These aid in the body’s overall well-being, helping our blood, bones, and everything else.
* [Supplement](http://ods.od.nih.gov/HealthInformation/DS_WhatYouNeedToKnow.aspx) –Supplements are usually in pill form. We take them when our diet is lacking a certain vitamin or mineral, for example taking an Iron pill or a vitamin C pill. When children take a vitamin, like the Flinstone’s vitamins, that is a supplement.

1. Vitamins
   1. Vitamin A - Vitamin A is required for proper development and function of eyes, skin, and immune system. This is a fat soluble vitamin, which means it is stored in the body for later use; this means you can have too much. Ingesting too much Vitamin A, over a longer period of time, can cause nausea, stomach discomfort, fatigue, and irritability. In women (who have passed menopause), too much Vitamin A can cause osteoporosis. People who have Liver Disease are encouraged to not take too much Vitamin A, as it can be harmful and make it worse. A lack of Vitamin A can cause a poor immune system and skin lesions, like acne or even sores. Without Vitamin A, the skin cannot properly function to maintain the tissue. Vitamin A can be found in milk, eggs, and cheese, as well as yellow and orange fruits and vegetables.
   2. Vitamin B Complex- These are also known as the "Energy Vitamins" and there are eight of them; B1-B3, B5-B7, B9, and B12. All of these vitamins are water soluble, so there is little risk of having too many. Water soluble vitamins regularly get flushed out of our system when we go to the bathroom. You can have too few, however, and that could lead to fatigue, feeling "fuzzy", cramps, and nausea. Specifically, not having enough B9, if pregnant, can cause Spina Bifida, an insufficient amount of B6 can cause convulsions and anemia, and a deficiency in B3 can lead to Pellagra, a disease that causes sunburns, diarrhea, and mental confusion. Good sources of the B-Complex vitamins include, Brewer's Yeast, fish, eggs, nuts, and dark green vegetables.
   3. Vitamin C- This is also a water soluble vitamin, although these are regularly flushed out of your system, you can consume too much, which can lead to kidney and/or bladder stones. A lack of Vitamin C can cause bruising and inability to fight off infection. One common misconception people have is that Vitamin C will cure a cold, this is false. Having a good Vitamin C intake can help prevent a cold because your immune system will be strong. Taking Vitamin C after you get a cold won't help because the damage is done. Good sources of Vitamin C are citrus fruits, berries, raw peppers, and raw spinach, amongst other fruits and veggies!
   4. Vitamin D- This is a fat soluble vitamin that enables the body to retain calcium and phosphorus. The body can produce it's own Vitamin D in the skin paired with sunlight, but not enough to meet the Daily Recommended Intake. Even though this is a fat soluble vitamin, so it gets stored for later use, it is rare to have too much, most people would be considered as having a slight deficiency. Having too much, though, can cause lethargy and kidney damage. Having too little, on the other hand, can cause deformed bones, like bowed legs, muscle weakness and spasms, and pain in the bones. Going outside when it is sunny is a great way to get the naturally produced Vitamin D in your body, if there is no sun though, try some milk, eggs (yolk), and fish.
   5. Vitamin E- This fat soluble vitamin aids in the formation of muscles, red blood cells, and tissues. Having too much of this vitamin is also not extremely common and is also not as severe as other vitamins when it comes to having too much. Too much Vitamin E can increase the risk of a bleeding problem. Having too little Vitamin E, although rare, can cause mild anemia and birth defects. Some great sources of Vitamin E include nuts and oils.
   6. Vitamin K- The last of the four fat soluble vitamins, Vitamin K is essential in blood clotting and bone formation. Having too much of this vitamin can cause anemia, jaundice, and sweating. Not having enough can cause digestive problems and blood clotting problems that could cause someone to not stop bleeding. Sources of this vitamin include, green, leafy vegetables, broccoli, and milk.
2. Minerals
   1. Potassium- Potassium is sometimes used to treat high blood pressure and prevent stroke. It helps with fluid balance and various chemical reactions. Not having enough Potassium can cause dizziness, weakness, and even paralysis. Honey, bananas, and raw vegetables such as garlic, onions, and peppers are all good sources of Potassium.
   2. Sodium- The most common form of sodium is simple table salt. Sodium is also found in processed foods as a means to add flavor and preserve them. Too much sodium in your diet can lead to high blood pressure.
   3. Iron- Low iron can be a sign of anemia. Iron aids in cell growth, a lack of iron can lead to low immunity, fatigue, and poor work performance. Having too much can be fatal. Good sources of Iron include fish, spinach, and beans.
   4. Calcium- Calcium is essential in bone and tooth health. It also aids in the heart, nerves, and blood-clotting system. Low levels of Calcium, over time, can lead to osteoporosis. Good sources of calcium include dairy products, kale, and broccoli.

**Handouts**  
-Rubrics  
-Assignment requirements  
-Graphic Organizers  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
  
**Learning Styles**  
**Clipboard:** Students who would be classified as clipboards like to have organization and structure. Being given a rubric will cater to these students because they can see the requirements for showing proficiency in this lesson, as well as what would be considered as not proficient or excelling in proficiency. This gives them structure, which is comforting to them. Working with peers will be good for clipboards because they tend to dislike working without feedback from others, working with others will also aid in having a set plan for what will be done and who will do what. Lastly, clipboards like when information can be related to life and actual events, they will be able to relate what they are learning to possibly their own diet.  
**Microscope:** Microscopes, or the students who like to be able to organize and analyze things themselves, will benefit from being able to research a specific macro-nutrient and report out about it. They will also like having the option of Task 1or Task 2, these students like a challenge. Presenting information and having discussions will allow them to gain the most insight, as well as giving them the links that the class notes are based off because they learn best from "lectures" and reading. The graphic organizer will also allow them to organize the information they are finding about their specific macro-nutrient. Microscopes are logical thinkers, the ratio and balance of macro-nutrients is heavily based on logic, they will enjoy analyzing the data and then organizing it to show how each macro-nutrient is important to one's diet.   
**Puppy:** This lesson will cater to the "puppy" learning style because it allows students to be creative when it comes to making their iMovie. They have the choice of Task 1 or Task 2, Task 2 being more creative in the sense that the students will actually be the macro-nutrient they have researched, but there are also so many possibilities that a student can come up with to express their understanding and meet/exceed the requirement. The rubric given for the product is detailed enough so that students will know what information is required and that it must be an iMovie, however, they can present it as a news team, as the actual macro-nutrients, or any other way. The guidelines are specific to content, not creativity, so this will allow the puppies, the creative learners, to really get into the product and the information. Learners classified as puppies also like having the social interaction, so a group project can be fun for them. The assignment that is given to the class after the products have been finished and presented allows them to reflect on the entire process/experience as well.  
**Beach Ball:** The beach ball learners like to create and try new things. Being able to create a movie will be fun for these students because they also enjoy acting. Using iMovie will be new to some students, including beach balls, and they will really enjoy being able to use the software to create a skit/movie regardless of the information they have to present. Beach balls have a curious, excited personality, they enjoy challenges (Task 2), and are eager about learning new materials and trying out new ideas and devices.  
  
  
**Rationale:** By catering to each of the four learning styles, I will be able to ensure that all my students are comfortable in the learning atmosphere. Students will be able to push themselves in some areas and find their niche in others. This will hopefully allow for overall success throughout the entire class.  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
**Pre-Assessment:** Students will, as a class, do a consensogram.  
  
**Formative (Assessment for Learning)**  
**Section I –**Students will have to complete an Exit Ticket (in writing) that they must explain one concept that they learned from class OR explain one concept that they are still unsure of or need more help understanding. This information will be used to outline what I should discuss during the following class.  
**Section II –** Self-Assessment using a Rubric will be done before performing the skit to ensure that each key idea is covered during the skit, as well as students will know the requirements beforehand and can attempt to get all the highest scores. By using the same rubric, the teacher will score the whole group, as well as giving each individual student a grade for the work they have done on the project.  
**Summative (Assessment of Learning): iMovie (25 points)**: Students will perform and film a skit that makes sense what macronutrients are and the role they play in our health. Students will need to show understanding of what the three macronutrients are and where they can be found.   
  
**Rationale:** Using an Exit Ticket will allow the students to express their thoughts and/or concerns of what they want/need more information about, what they might not understand, or what they want to learn more about. This form of formative assessment will allow me to see how my students are feeling about the content and what I need to discuss or do to help them succeed, whether it is allowing them to meet the standard or exceed it. Using a rubric will allow the student and the teacher to both be on the same page when it comes to what is expected for the product. The summative assessment, which students will complete based off the guidelines and requirements of the rubric and specific Task 1 or 2, will allow students to express their understanding and show me that they have learned the importance the recommended daily intake and balance of macro-nutrients. If mastery is not seen in the videos that the students make, I will know that further discussions and information on the topic will need to be given to the students.  
  
  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
**Rationale:Why did you pick this facet for this lesson?**  
**Content Knowledge:** See content notes.  
  
  
**MLR or CCSS:**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
  
**Facet:** Interpret  
  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** Students will be discussing, in groups, during the Jigsaw activity each student will be explaining their topic to their group, and then listening to each other topic explained by the students in their group.  
**Logic:** Students will be making sense of the importance of having the recommended values of fats, carbohydrates and proteins, which will be put into three separate percentages to equal 100%.  
**Visual:** By using the sandwich graphic organizer students will have a visual guide.  
**Musical:** By using the first 30 second intro clip of the video I am using as a hook, it says "You are what you eat," I can have my students listen to the 30 second clip and then have them explain how they are what they eat.  
**Kinthestic:** By creating a skit, students will be asked to act out scenes that will make sense of the importance of having the recommended balance of fats, carbohydrates, and protein.  
**Interpersonal:** Students will be in small groups for their skit which they will interact with others.  
**Intrapersonal:** Students will have to write out an Exit Ticket of what they learned in class AND/OR something they are still a bit fuzzy on and hand it in.  
**Naturalist:** Students will consider alternative options, such as organic foods.  
  
**Type II Technology:** Students will create an iMovie, they can use the camera that is on their laptops or they can use a video camera and upload the film clips.  
  
**Rationale:** This lesson caters to individual intelligences and different learning styles. It is important to know that each student learns differently and we should try our best to meet their needs so they can achieve success. Students will also be challenged by during this lesson, and they may also have to step outside their comfort zone just a bit, but they will not be challenged so much that it will cause them much distress. Not only will my students gain and express mastery of the subject matter of this specific lesson, but they will (hopefully) learn something about themselves (how they learn, maybe) and learn something about their peers (how their peers learn, how to work together, etc.) as well.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness

* I will use positive feedback and suggest possible ideas for their product. I will force, for lack of a better term, my students to express their knowledge on the subject matter, while giving them the opportunity to put a creative touch on it.
* Students will be given all of the links I gather my information from, the same information I present to them during class.

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

* Students will be learning about the balance of macro-nutrients and the importance of it.
* Students will be learning about health risks related to the an imbalance of the macro-nutrients. These can be related to real life situations.
* Students will be encouraged to play with and learn how to use iMovie and/or a video camera, which is something they will most likely have to use later in life, high school, college, and after that as well.

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

* Students will be able to use tools that allow them to understand the content and information given to them.
* Students will be given tools that allow them to organize information and create a plan that they can follow to meet the standard.
* Students will reflect on the project once they have finished it.

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

* This lesson will cater to each of the multiple intelligences.
* This lesson will cater to each of the learning styles.
* Students will create a video that they can be proud of and that can be used to inform others.

***Rationale:*** Students' individual learning and intelligence styles will be catered to by the best of my abilities. A video created by the students will be used to assess their mastery of the content of the lesson. Giving students two options (Task 1 or Task 2) and having a rubric that is based off the content and visual appearance of their movie allows for structure as well as creativity because the students are given the option of how the create the movie, may it be in the form of a newscast, incorporate pictures, etc. Not only will students be learning about the balance of macro-nutrients, but they will also learn how to use iMovie, which will allow them to learn filming and editing skills.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

* Students' learning and intelligence styles will be catered to by having a variety throughout the lesson, this includes the pre-assessment and both formative and summative assessments.
* Students will learn content and technology skills that they may also be challenged by.

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

* Students will have their laptops and they will be able to use them when they start to do their research.
* Students will be given resources that will help them learn and understand content.
* Students will be given resources that will help them learn and understand how to use iMovie.
* Students will be allowed to play around with iMovie to help them understand it.
* Students will all meet the same standard, but are given the option of how they express it (Task 1 or Task 2 as well as creativity being encouraged).

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

* Video tutorial on how to use iMovie.
* Allowing students to work in groups as well as having them do research on their own as well.
* Allowing and encouraging creativity in their iMovie.

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

* Students will do a consensogram at the beginning of this lesson, because it is lesson 1 of a new unit.
* I will be checking for understanding by using the Exit Ticket.
* Using a graphic organizer.
* Using a rubric.
* Putting students in groups.
* Having students use iMovie.
* The end assignment that will give me feedback about the product assignment overall. (What was good or bad. What could be done to improve this assignment. Any other feedback, thoughts, or suggestions.)

**Rationale:** The use of iMovie, as well as the graphic organizer, jigsaw cooperative learning, and assignments that will be given all allow my students to express not only what they know, but what they want to know and what they still need to learn. The use of iMovie and creating a skit will encourage the students to be creative. Students will be able to work in an atmosphere they are comfortable in most of the time, but they will also have to try new things and maybe step outside their comfort zone just a bit. This will help the students not only master the content, but also gain insight on who they are, what helps them learn, and how they can try to see ideas in a new light.